



W.I.S.P.S.

Inspection report for early years provision

Unique Reference Number	110165
Inspection date	12 May 2006
Inspector	Sheila Collins
Setting Address	Winklebury Infants School, Willoughby Way, Winklebury, Basingstoke, Hampshire, RG23 8AF
Telephone number	01256 359215
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Registered person	W.I.S.P.S.
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Winklebury Infant School Pre-School (known as W.I.S.P.S) opened in 1992. It is within the site of the Winklebury Infant School and comprises of a playroom, kitchen and toilets. The preschool are able to access some of the school's resources and facilities including the playground, fields and hall. It is situated in the Winklebury area of Basingstoke.

A maximum of 24 children aged 2 to 5 years of age may attend at any one session.

The pre-school is open on Monday-Thursday 08.45-11.45 and 12.45-15.25 and on Friday 08.45-11.45, term time only. The group has close links with the school and the majority of the children attending move on to the school. There are currently 47 children on roll with 37, 3 and 4 year olds on receipt of funding for nursery education. The pre-school supports children with special needs and supports children who speak English as an additional language.

The pre-school employs five members of staff. Of these staff, three hold relevant early years qualifications at Level 3 and one at Level 2. Another staff member is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are becoming independent in their self-care skills. Older children go to the toilet unaided and confidently wash their hands. Staff are aware of and provide support and assistance to younger children who are building on these skills. Children know that they need to wash their hands before snacks and respond well to reminders from the staff.

The staff know children's individual dietary and medical needs. Most staff hold first aid qualifications and there are procedures in place for recording accidents, which parents countersign. This ensures they are fully aware of accidents that have happened to their child. Parents give permission on the enrolment forms for any medication to be given but are not requested to give written instructions and consent for each course of medicine.

Children bring their own drinks to pre-school, which they can easily access. The staff supply drinks at snack time, which the children choose and pour themselves. Parents supply their children's snacks, and snack time is a sociable occasion. Children choose when they have their snack, provided there is a space for them at the table.

Children enjoy a range of activities to develop their physical skills and contribute to a healthy lifestyle. They have daily opportunities to use a range of equipment. They are developing their confidence and competency when using items such as racquets, beanbags and balls. They enjoy running in the playground. Staff provide children with further physical activities for example when using the climbing frame.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children play in a safe and secure environment because staff are vigilant and ensure that access doors are locked at all times. Staff carry out visual risk assessments daily. Evacuation drills are practiced on a regular basis, which ensures the children are aware of what to do in an emergency as they practice evacuation drills on a regular basis. Children are developing an awareness of how to keep

themselves safe as they are aware of the rules in place, for example how to use scissors correctly so that they do not hurt anyone else.

The environment is welcoming for the children with posters and displays of children's work brightening up the walls. Children have access to a range of age appropriate resources. Staff prepare the room prior to the arrival of the children, and they choose initially from the resources laid out. The children have opportunities to select resources for themselves, for example from the low level shelving in the construction area.

Most staff have completed child protection training and have a basic knowledge of child protection issues and procedures. They are clear on the routes of referral including recording of concerns and sharing with the designated staff member, which keep the children safe.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Most children are confident and secure in their environment. They move confidently around the pre-school. Staff welcome them individually when they arrive, which makes them feel valued and important. Children are developing relationships with their peers and adults within the pre-school. Children receive support from staff in their play.

Children understand the routines of the session, which helps them feel secure because they know what to do and when to do it. Some parts of the session are too long for the younger children, for example, group time, and they become restless.

Nursery Education.

The quality of teaching and learning is satisfactory. Most staff have an adequate knowledge of the Foundation Stage early learning goals and how children learn. They are using a new planning system that they are monitoring. The plans in place do not show differentiation for the more and less able children. Evaluations are lacking. However, children are progressing along the stepping stones towards the early learning goals and staff are starting to record this in a new record keeping system. Staff have very good knowledge of the individual needs of the children and are able to identify the next steps for their learning, although these are not formerly recorded. They interact well with the children and support them, which contributes positively to their learning and development.

The children are learning to be part of a group and to share and take turns. The children make their own decisions about what to select for play and this helps their independence. However, they have limited opportunities to take responsibility for their own work and belongings. They have opportunities to work within a small group or on a one to one basis with an adult, which helps support their learning. Large group, situations are not so effective in supporting the children's learning. At these times, children can be distracted by the behaviour of others and the younger ones

get restless.

Children are learning about letter sounds and most are able to recognise their own names, for instance at snack time. They make marks on paper, practising their writing. Not all staff support the children in their attempts to write their names. The layout of the writing area does not easily help the children, as the alphabet frieze is high up on the other side of the room and the resources such as paper, pens and pencils are not located in easy reach.

Children use their early understanding of mathematics to count and recognise numbers. They take part in practical counting during the sessions. They are beginning to have an understanding of appropriate mathematical language such as big and little, for example when pouring their drinks when they have their snack. They are learning about different shapes and how to identify them in an enjoyable way, for instance when using the computer programme and making the block prints seen in the wall display.

Children have opportunities to explore and investigate. They are able to design and make their own models, for example when using construction toys. They use resources such as phones and are confident when using the computer. They learn about the different seasons through the daily use of the calendar and topics such as Springtime. They learn about different cultures and lifestyles through topics, for example houses and homes.

Children use an appropriate range of materials to express their ideas, for example, when painting. They know the basic colours and older children enjoy mixing colours together to make others, for example grey. The children use their imaginations when playing with small world toys and in role-play. However, the use of the playhouse is limited because of the behaviour of some children.

Children are developing a sense of rhythm when they play musical instruments such as strumming a guitar. They enjoy taking part in singing simple songs and familiar rhymes. The children enjoy a good range of activities to develop their physical skills.

Helping children make a positive contribution

The provision is satisfactory.

Staff have a good understanding of children's needs and value them as individuals. The children have access to a range of resources and activities to reflect the society we live in, for example, role-play, small world, books and puzzles. Children with English as an additional language receive a good level of support within the setting. Effective procedures are in place to support children with special educational needs. Staff working with the children in small groups use praise and encouragement for their efforts and achievements. Most children behave well however, there are some who become disruptive during the sessions. Not all staff are consistent in their management of children's behaviour. Some planned activities and times during the day, for example, group time, are too long for the younger children who become restless and distracted by the behaviour of others.

Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents is good. Staff and parents work well together to ensure children settle well into pre-school. They verbally communicate at the beginning and end of the session to ensure they meet the needs of the individual children. Parents receive good information about the setting through the prospectus and can access the full policies and procedures. Nursery education is mentioned in the prospectus, but the information is limited. Detailed information is displayed within the pre-school. A notice board and regular newsletters inform parents of events happening at the pre-school. Staff encourage parents to be involved in their child's learning for example by sending in items connected with the topic or helping their child select items for 'show and tell time'.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom they provide. The recruitment procedure is effective and all staff are cleared to work with the children, so safeguarding their welfare. The staff deployment in the playroom is good. They make effective use of the available space within the playroom to provide children with a range of play opportunities. The ratio of staff to children ensures that in all areas of the playroom children receive support.

All the required documentation is in place to promote the health and welfare of the children. The registration certificate is clearly displayed so parents are aware of the conditions of operation.

The leadership and management is good. The supervisor is aware of the weaknesses of the provision and is working on these. The layout of the playroom is being monitored since the implementation of recent changes. Revised planning is being evaluated to ensure it is effective. Action plans, which were drawn up after the previous inspections have been successfully acted upon.

Improvements since the last inspection

At the last inspection, the provider was requested carry out a risk assessment of the premises. The provider was also requested to ensure procedures were in place to be followed in the event of a child being lost or uncollected from the setting and to increase the child protection knowledge of the staff.

Procedures are now in place should a child be lost or uncollected from the setting. The majority of the staff have had child protection training and a staff member has been appointed as child protection coordinator. Risk assessments are in place and staff undertake daily visual checks. This means that children's safety and welfare is protected.

At the last education inspection, it was recommended that the children were given increased opportunities to express themselves creatively, to practice emergent

writing and to use mathematical understanding in practical activities. Also, to implement a rigorous system to monitor and evaluate the quality of teaching.

Children have opportunities for creativity, to use maths concepts in practical activities and to practice emergent writing and the pre-school staff continue to look for ways to extend these. Recent changes to the planning and assessment have had an impact on the system for evaluating the teaching, which is highlighted at this inspection.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the system in place regarding medication to ensure that parents give written instructions and consent for each course of medicine
- develop staff's awareness and understanding of consistent effective ways to manage children's behaviour
- increase opportunities for older children to extend their independence and to take responsibility for their own work and belongings [also applies to nursery education]
- review the planning of sessions to ensure that group activity times are not too long for the younger children

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that parents are given comprehensive information about the stepping stones to the early learning goals of the Foundation Stage
- ensure that the system in place for monitoring children's progress in education is used effectively to identify the next step for each child's learning
- continue to monitor the new planning system to ensure that there is sufficient detail to show differentiation for more and less able children and clear links to the early learning goals

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk